

# THE SAVVY

FEBRUARY 1985 Macdonald College, Ste Anne de Bellevue

Number 5

## ACCESSIBILITY QUEBEC FEES TO JUMP NEXT FALL

MONTREAL (CUP)--Quebec's higher education minister hinted tuition fees for Quebec students will go up next fall, at a recent cocktail party at Concordia University.

At the party, Concordia's student vice-president external confronted the minister, Yves Berube, about a possible tuition hike.

"Berube said as an official policy that tuition fees for international students will be frozen for next year, and implied that tuition fees for Quebec students will definitely go up," the student, Francois Desrosiers, said.

Tuition fees for foreign students are 10 times what they were seven years ago, but tuition fees for domestic students have not risen in 15 years.

Desrosiers said the minister indication a decision on raising tuition fees for Canadian students will be made "this spring."

The ministry also recently announced that it has decided not to charge higher fees to students from other Canadian provinces. Last year it hinted students from outside Quebec could be paying \$1,000 a year, compared to the current \$570 for all Canadian students.

Universities are already preparing for a fee hike. Desrosiers said Concordia's finance committee discussed possible \$1,000 tuition fees at a meeting recently. And the finance director at l'Universite

du Quebec a Montreal said he's "heard rumours" of a tuition increase.

"It's something the ministry is considering," said director Louis Chaplain.

Berube was unavailable for comment. His press secretary Lucie Beauchemin said Berube does not have time to discuss raising tuition fees right now.

"Monsieur Berube has started to meet universities but only to discuss the research teams that the ministry wants to set up to increase scientific and technological development in Quebec," Beauchemin said.

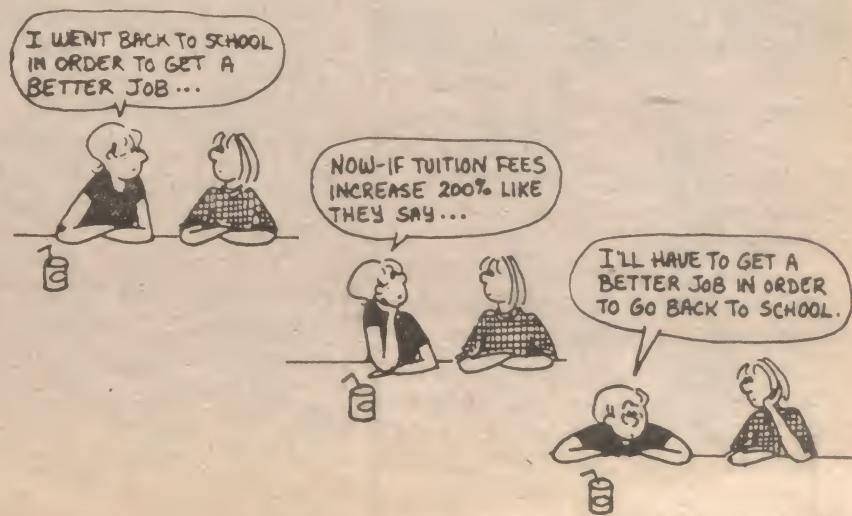
"He wants to talk to universities about possibly raising tuition fees but no time has been set for this," she said.

In premier Rene Levesque's last cabinet shuffle, Berube became science and technology and higher education minister. Formerly, he was education minister.

Tuition fee hike rumours have been flying in Quebec since October when Berube told a parliamentary commission investigating financing of universities that raising fees must be considered.

The party platform of the governing Partie Quebecois calls for free university tuition, but after the party rolled back its commitment to sovereignty three weeks ago, critics say it's not likely much else in that platform is sacred.

Teacher tells us all on  
«HOW TO BE RESPONSIBLE»  
see p.6: Student responsibilities



## A ROYAL SUCCESS



## “YOUTH IN AGRICULTURE”

The displays at this years Macdonald College Winter Royal were a great success. Each group put a big effort into making sure that their display was attractive, informative and appealing to the public. There was a large variety of displays that covered many areas of agriculture including humour.

Food was plentiful and there were a large variety of freebies to sample. For those of you who were clever enough to answer a question correctly on the nutri-trivia wheel you could win a special treat such as yogurt or muffins. The public was very impressed with the nutrition information contributed by the FSUS, food science, and community nutrition booths.

On the natural side of things, there was plenty to see due to the efforts of soil

science, plant science, environmental biology, and bees, just to name a few. Along with other displays dealing with topics such as chemistry, economics, microbiology and the working wardrobe any visitor was given a well rounded view of what the students are learning here at Macdonald College.

It is great to see so many keen students that have devoted as much time as was necessary for a fair like this. The main comment made by visitors was that the students were all very friendly and knowledgeable. The Royal could not be possible without a group effort such as was seen this year and hopefully the spirit will prevail in the years to come.

Once again, many thanks to everyone involved.

Velma Sutherland

**editorial**

Do we want to receive The McGill Daily at Macdonald? Student's Society asked The Harvest this question a few weeks ago, concerned that by making The Daily accessible here would be tantamount to digging The Harvest's grave.

The answer is yes. That Macdonald does not receive The Daily is just one aspect of a mutually detrimental division between the two McGill campuses.

Why should the Schools of Food Science and Agriculture read only their faculty paper (The Harvest)? Surely English majors read more than Scrivner, and students in engineering do not restrict themselves to the Plumber's Pot.

The students downtown lose out on all applied botany, wildlife, food science, resource management and ag courses: Mac's got them. Macdonald's loss is greater: have you ever tried to take an elective in another faculty? Or attended a seminar downtown? It's hardly worth three hours or the transit system.

Likewise, the clubs at Macdonald are representative of our Faculty. There is no Women's Union, Amnesty International, Radio McGill, Film Society, Theatre group or Outing Club available to us, and we can't get to them.

Are no McGill students interested in the Raptor Center, the farm, the Arboretum? Most likely they've never seen or heard of them.

Other universities in this position offer a shuttle service. In McGill's case, this would cut travel times by at least half.

Does McGill even know we're out here? This year is the 100th anniversary of women's admittance to McGill, and the Women's Centennial Committee has been celebrating with many events and displays.

Maybe women in Agriculture and Food Science are nothing to celebrate. There are no events or displays schedules for Macdonald. Unless, of course, one counts the day last December when the Committee came to sell commemorative mugs and buttons.

What the Daily proposes is a step in the right direction. If Macdonald votes for it, next year's Daily will have a regular Macdonald College column, and will be delivered here.

# OPINION

## CHOMP ON THIS —

### thoughts spurred by Noam Chomsky's talk

So what happens after anarchy? Where do we go from there? And, more pressingly, where do we go from here? Noam Chomsky finds it quite easy to criticize the existing systems of organization throughout the world. The evils of capitalistic democracy, Soviet socialism, in fact, any currently practised governmental organization. Anarchy? "The absence of government; disorder; confusion" (concise Oxford Dictionary). Chomsky doesn't necessarily advocate disorder or confusion, but rather, a plan in which all people somehow freely cooperate to order their individual and collective lives. Ultimately, a utopian system not unlike that presented in the Bible. There are some problems however. We live on earth and we are homo sapiens. Not unlike other mammals we exhibit altruistic behaviour. Not only that, but we hold different opinions.

We enjoy beautiful sun and soil and trees and sky and ocean and mountains but we also have resource and social and political and ideological and ecological and economic problems on the earth. Presently, the political and 'prospect of continued existence' conditions are tense and in a critical state. For the ideal anarchistic society to succeed, it must occur over the whole face of the earth simultaneously. There have been in history and exist today, too many angry and aggressive peoples to insure the security of an isolated group following the practices outlined by current anarchist thought.

Beautiful is the concept of absolute freedom, total willing cooperation and a full realization of the Self; these are things we strive for; however, change comes gradually, not only physiological but also societal evolution is painstakingly slow. Criticizing and disapproving

of our and other governments comes naturally to most of us, but here in Canada we have the opportunity to criticize, disapprove, and to make that effort toward gradual change.

Chomsky maintains that in North America our thoughts are controlled. I agree we are influenced by what we see and hear around us, by what and how we are fed through the media, but societal systems have changed over the ages and we in North America continue to make this change.

Rather than exerting so much effort on denouncing existing systems, Chomsky could balance his endeavor by putting more work into making constructive, realistic suggestions on how to reach for this utopia under present conditions.

Reference Guerin, Daniel. 1970. Anarchism. Monthly Review Press. New York.

Sandra Salmins

## OLD MACDONALD HAS A CHILD :

### de l'égoïsme pour de l'égoïsme

Cher Conseil Etudiant:

Dans le dernier numéro du Harvest, vous nous faisiez part que notre contribution au programme "FOSTER Parents of Canada" avait réussi à améliorer les conditions de vie de Sukarni, une jeune indonésienne de 11 ans et de sa famille. Mais pour moi ce genre de programme (c'est à dire commandite d'enfants du Tiers Monde) apporte plus de maux que de biens aux individus qui en sont récipiendaire et à la communauté où ils vivent.

Je ne nie pas l'énoncé qui terminait votre article, face à la nécessité de redistribuer la richesse des gens des Pays Développés par l'Aide, là n'est pas mon propos, ce que je questionne est le processus que vous voulez utiliser pour y parvenir. Vous ne semblez pas être conscient que quand vous faites le choix d'aider une petite fille (et sa

famille), vous décidez du même coup de ne pas aider les autres enfants du même village qui vivent dans les mêmes conditions. Vous ajoutez ainsi à la ségrégation qui s'exerce déjà entre riches et pauvres, lettrés et illétrés et entre noirs et blancs.

Ce qui m'irrite le plus dans tout ceci, c'est le ton de possession dont est entaché votre article. Je réfère ici à : "Macdonald has a child" et "our children". Voilà ce qui me fait dire que cette action en est une d'égoïsme. Comment pouvez vous? Et de quel droit? N'est ce pas la le témoignage d'une relation basé sur la dépendance.

Se servir d'argent extérieur pour promouvoir une plus grande autosuffisance, présente une contradiction aux organismes internationaux et c'est pourquoi ils essayent souvent de ne pas trop

faire sentir la présence du donateur au receveur, pour que celui-ci voit plutôt ce qu'il aurait accompli lui-même. Mais voilà que des programmes comme Foster Parents of Canada base leurs structures sur une correspondance constante entre le donateur et le récipiendaire. Comment vous sentiriez vous, si il fallait que vous remerciez votre employeur à chaque fois qu'il vous remet votre paie?

De plus cette correspondance véhicule souvent plusieurs valeurs des Pays dits Riches, et ce même avec vigilance du donateur. C'est ainsi que plusieurs récipiendaires espèrent toujours être invités à vivre

chez leur donateur comme le souligne Peter Stalker (New Internationalist, mai 1982). La correspondance, caractéristique

Suite page 3

# OTTAWA SAYS YES STATION STAYS OPEN

Brent Frederick  
excerpted from  
The News And Chronical  
Workers at a Fisheries  
and Oceans Canada Arctic  
biological station in Ste. Anne  
de Bellevue have expressed  
relief and satisfaction at  
Ottawa's decision not to shut  
the facility.

"Everyone is very pleased  
with the ruling," said station  
director Dr. Arthur Mansfield.  
"It has been a worrying time.

"The decision is a relief  
and for some a great delight  
because some jobs would have  
been lost."

Fisheries and Oceans  
Minister John Fraser announced  
in February he had reversed a  
prior decision to close the lab  
April 1.

Fraser announced on Nov.  
13 the lab would be shut as  
part of federal budget cuts  
made public five days earlier  
by Finance Minister Michael  
Wilson.

Five people in the  
station's administration and  
maintenance departments would  
have lost their jobs.

The remaining 24  
workers, including 22 scientists  
and technicians who work in  
the building's laboratory  
studying fish from the Arctic  
and the Gulf of St. Lawrence,  
would have been transferred to  
other stations.

Ste. Anne Mayor Rene  
Martin said the decision was  
good not only for the town but  
for the whole province. "This  
type of lab is about the only  
one in Quebec," he said.

He also claimed losing  
the building would have  
seriously hurt the town's  
economy. Ste. Anne gets 55

per cent of its revenue from  
taxes for government buildings  
located in the municipality.

Dr. Edward Grainger, a  
scientist at the station, said  
the decision is a "great relief".

"I am certainly very  
happy, and I think generally  
everyone is happy," he  
remarked.

"It was almost three  
months between the  
announcement and the decision.

People were becoming rather  
uneasy."

Station administrator  
Charles Lepine said he was not  
sure if he would have lost his  
job in a shutdown because no  
one had been told who would  
be let go. "I'm very happy, I  
don't know anyone who is not."

Fraser said in a prepared  
statement he reversed his  
decision because of "the need  
to maintain a clearly visible  
commitment to marine  
scientific research in our  
Arctic jurisdiction."

"Although other  
Department of Fisheries and  
Oceans (DFO) labs have  
significant Arctic  
responsibilities, the Ste. Anne  
lab is the only one largely  
dedicated to Arctic marine  
science issues," he said.

Eric Alexander, Fraser's  
press secretary, said the  
minister overturned the  
decision in "the best interests  
of the scientific community."

"In November the  
department was asked to  
effect expenditure reductions,"  
Alexander said. "After the  
Arctic biological station was  
cut there was a period of  
reflection and review.

"Many groups and people  
brought to our attention the

importance of the work done  
at the station. The minister  
felt it was the only lab  
entirely dedicated to Arctic  
marine science."

Alexander said no cuts  
have been made to programs  
at the station.

Grainger said he has  
heard of no changes for the  
station but added the only  
official word is "no closure."

Several graduate students  
also said they are happy with  
Fraser's decision. About 10  
students from Macdonald  
College and McGill University  
are following their studies in  
conjunction with the station's  
work.

"The station is the only  
way anyone interested in  
Arctic research can afford to  
do work," said Becky Sjare, a  
Macdonald College student  
studying for her master's  
degree in wildlife biology.

Sjare said the students  
rely on the financial support,  
scientific expertise and  
facilities provided by the  
station.

Hal Hennessey, executive  
assistant to Vaudreuil MP  
Pierre Cadieux, said he and  
Cadieux were "very happy"  
with the decision.

Cadieux presented to  
Fraser in December a 20 page  
brief outlining why the lab  
should stay open.

"We met with (Fraser)  
and told him what a valuable  
contribution the station was  
making," Hennessey said.

"We said to him about 80  
per cent of Canadian oceans  
are Arctic and Subarctic and  
this is not really the time to  
be cutting back."



heads



ALTHOUGH HIS  
SCIENTIFIC  
COLLEAGUES  
VIEWED THE NEW  
TECHNIQUE AS  
QUITE PRIMITIVE,  
PROFESSOR DRIBBLEY  
SEEMED TO BE  
GRADUALLY GAINING  
THE RESPECT OF  
THE LAB RATS.

## successful bleeding

Mark Mostovac

Monday Feb 11th saw the  
first Macdonald College Blood  
drive in recent memory. With  
a group of resourceful and  
diligent volunteers the blood  
drive went off without a hitch.

As the only information  
available for setting an  
objective or donation target  
was Mac's participation at last  
semester's Jac blood drive  
(Mac's contribution: 86 donors),  
the modest objective of 125  
pints was agreed upon. This  
target was easily surpassed as  
the total in donations was 204  
pints, and still prospective  
donors were turned away at

the end of the day. Many  
businesses supported the blood  
drive by donating gift  
certificates and other prizes,  
these were raffled off  
randomly during the day.  
Each donor also received a  
ticket good for 1 beer at the  
ceilidh, and first time donors  
were offered a Valentine Day  
Slave.

Giving blood is an act of  
generosity everyone can  
afford. It is a gift which is  
guaranteed to help someone  
immediately and it may save  
that person's life. Keep that  
thought when another blood  
drive is held next year.

(Suite de la page 2)

première de cette forme  
d'aide, rendra aussi ce  
programme moins intéressant  
au point de vue économique.  
Oui car cette dernière  
demandera beaucoup de temps  
aux employés du programme  
pour la rédaction avec l'enfant,  
la censure (et oui.) et enfin  
pour la traduction. C'est ainsi  
que Mr. Stalker dit que ce  
genre de programme est bon  
pour attirer les dollars des  
riches, mais pas pour les  
dépenser.

Il y a selon moi bien  
d'autres façons et d'autres  
programmes qui permettent  
d'aider les gens qui en ont  
besoin. Donc s'il vous plaît ne

souscrivez pas à des  
programmes comme celui-ci.  
Quand a Sukarni je crois qu'il  
est impossible de se retirer  
sans créer d'autres dommages.

Claude Bérubé (524-8347)



## Want to live up?

Do you want to live your university days to the upmost? Have some everlasting memories of Mac? See more than just your book during your college tenure? Have I got a job for You.

It doesn't pay well but is amply rewarding. I'm referring to Students' Council Affairs. The upcoming early March elections is your chance to get involved. Here is a bit about the "job openings".

The INTERNAL VICE PRESIDENT and TREASURER work closely with all club executives to help budget money and organize events. The former also works with those students preparing Orientation Week, the Carnival and the Royal. The latter is responsible for monitoring the flow of Students' Society money.

Our EXTERNAL VICE PRESIDENT task relates presently to our National Student organization (RAEU). If you enjoy free travel around the province, the intricacies of political debates then you are a rare breed and we need you.

The above three plus the CENTENNIAL CENTRE CHAIRMAN and PRESIDENT make up the Council Executive. These positions require substantial involvement.

Other members of Council include BOARD OF GOVERNORS and SENATE representatives. Both, take part in monthly (or so) meetings on the downtown campus. These members are given the chance to contribute to the decision making processes that fashion the overall University budgets and McGill Policies, respectively. They are exposed to some very

prominent faculty members that are often very interesting to meet and may prove to be a valuable reference for future post grad research programs or employment.

If Business Administration interests you (i.e. Salary Structures, operational budgets for the Ceilidh, building renovations), you can gain some hands-on experience by being a Centennial Centre Committee member. Meetings every two weeks pertain to small operational matters or things as complex as the legal aspects of incorporation.

As a MEMBER AT LARGE or REPRESENTATIVE (AUS, FSUS, PGSS or DIP) you're involved in the decisions related to all matters. As PRESIDENT, you chair the meetings and are involved in everything.

Should you have any questions, ask someone behind the CC desk... they're bound to be a committee member and can tell you about all the fun stuff. Come on and get involved.. Help us create the MAC spirit. **MARC VÉZINA**



## MAC SPORTS THE COACH'S CORNER

If you're still asking yourself: "Where's the beef (in sports news)?, well, you've just found it. And it's going to get even better now, since Bill Ellyett, director of MAC Athletics, has offered his help in choosing highlights of the intramural sports scene at Mac.

To start off this article, I would like to introduce 2 sports that have just started league play in January; first of all, indoor soccer is back. The league is made up of 5 teams: the Spurs, the Strikers, Club Sandwich, the Animals, and (can you believe this), les Pieds. Only one game has been played, the Spurs eating up (I just had to write that in...) Club Sandwich, 10-4. Some players are already showing signs of stardom as Dino Banenberg had 4 goals and Andre Chollet had 3 goals for the Spurs while prof. Dave Lewis had 2 goals for the losers. Basketball has also started in January; after 3 games, 3 of the 4 teams are tied for first place: the Abusers, Elite and the Animals, while the Swampies are trying to battle out of last place. The top scorers are: Abusers-Dale Cox 15.3

pt/game, Swampies-Peter Havard 19 pt/game, Elite-Manuel Moise 18 pt/game, Animals-Beth Mansfield 16 pt/game.

Even this early in the season, we can see that it's going to be a close race for first place.

Now, for the more established Mac sports. Hockey is still alive and well, and the race for top honours is a close one. Staff leads the pack, 1 point ahead of U3 and 2 points ahead of U2. U1 has a firm grip of fourth place, 6 points behind the leaders, followed by the Dips and the post-grads. The Dips are probably the comeback team of the winter term, sporting a 3-3 record during that period; the success of the Dips probably relies on their best scorer, Tom Webster (10 goals-4 assists) and Kevin "Opie" Wallace their goalie, who managed to shut out Staff in one of their games. The scoring leader is Rod McLean (who won the scoring championship last year), with 21 goals and 14 assists; he'll have to keep up his point production, though, because he is closely followed by Richard Turpin and Gaetan Desmarais

with 28 points each. Not seeming satisfied with the scoring championship, Rod McLean is also leading in penalty minutes with 33. We'll keep a close eye on Women's hockey and we'll report on it next month.

Men's broomball seems to be developing as a 2 teams race now, with the Pioneers in first and the Agrogenies in second. Third place seems to belong to the Bucwers with the Unknowns, last year's champs, in fourth place. The Swampies, an improved team, has taken fifth place away from the Rejected, who are still managing to stay ahead of last place Dirty Dozen. The Pioneers are a hot team right now, especially since the return of Luc Boucher, who has 7 goals and 5 assists in only 5 games. The leading scorers are still Robert Mallette and Pierre "Wayne" Lanoie, with 23 points each. These 2 will probably fight it out right to the end.

Women's broomball is also having a "dynasty" change: the Grads, last year's champions, are in third place just ahead of the Inspiration, a newly formed team that promises to challenge for third spot. The league is led by the Honeys (only 1 less this season), followed by the Ice Flyers and their leading scorer, Helene Genereux (9 pts). The Ice Flyers are the only team that has defeated the Honeys.

The scoring championship is led by 2 Honeys: Joelle Bosse with 7 goals and 9 assists leads the ways, followed by Odette Menard with 13 points.

Moving right along, we finally get to volleyball. That league has 3 divisions; Staff leads the Geld division easily with their Tremendous Trio composed of Lee Wymore, Steve Olive and Duane Martindale. The second place teams, Magic Touch, still commands some respect with Simon Martin at the helm. The green division is led by the Smash Potatoes, who can also smash the ball pretty effectively; that team led by coach Maude Fontaine, is prepared to challenge any Geld division team on any given day. The Brewers are in second place in that division. The White division seems to be a 3 team race with the Animals, the Cocottes and the Dip II's battling it out.

P.S. Bill tells me that 70% of the students are involved in sports. It's nice to have so many people to talk about.

Francois Blain



# The Dynamic Duo strikes again

Everyone knows about the great success of last semester's fund raising event, the International Evening, sponsored by the International Students' Association and CUSO, with the help of Students' Council.

For the unfortunate ones who missed it: The evening consisted of a colorful parade featuring national costumes from more than twenty countries followed by several

traditional dances and a caribbean band which created a wonderful atmosphere. Staff and students were kept jolly all night long.

The ISA aims to promote cultural events with a focus on international issues.

This semester ISA and CUSO are back again, with a LATIN AMERICAN WEEK. This will take place from March 11th to 15th.

**PUT IT IN WORDS**

## A Creative Writing Contest about living in a bilingual country

To celebrate International Youth Year, the Commissioner of Official Languages would like to hear your thoughts about living in a country with two official languages. If you are between 15 and 24 years old, we invite you to share those thoughts through a piece of fiction: short story, poem, play, comic strip, scripts for TV, video, radio or film.

The best entries will be published and the Commissioner will pay authors \$500 for the publication rights.

Leaflets giving further information are generally available in librarians (public/school/university) across Canada, or from:

International Youth Year  
OFFICE OF THE COMMISSIONER OF  
OFFICIAL LANGUAGES  
OTTAWA, ONTARIO  
K1A 0T8  
(613) 995-7717



PG-03-IYY-28/E

The Dynamic Duo will be presenting various informative and recreational activities, some of which will be fund raising. Come and see films and slide shows, and listen to speakers discussing topics of contemporary interest every day of the week.

On the lighter side there will be a theatre performance by the group Celiciano Ama from El Salvador, on Thursday March 14th at 11 a.m.

As representative Latin American Music, ISA and CUSO will feature classical and Latin American guitar concertists, from Ottawa: Ed Honeywood, Sylvie Proulx and Leo Marti-Agvilar with Nubia Vorobej as soloist. Another attraction is the group VENEZUELANUESTRA, also from Ottawa. This is ALL in our FIESTA

LATINOAMERICANA at the CAFE MACADAM on Thursday March 14th at 8:30 pm.

Watch out for posters with more information on the activities.

We count on you to make the LATIN AMERICAN WEEK yet another success. See you there.

Chantal Saad  
Jose Ismael Jaspe  
ISA



**457-3850**

## unemployment

OTTAWA(CUP) The federal government is drawing up a business oriented summer job program for students that will create 20,000 fewer jobs and cost \$61 million less than a similar program did last year, a government document reveals.

The document's details, released by NDP MP Howard McCurdy in the House of Commons Jan. 28, indicate the Tories plan to provide 65,000 summer jobs through a \$140 million program. McCurdy obtained the document from the Employment and Immigration Union.

The Liberal government created nearly 86,000 summer jobs for students last year through its \$201 million Summer Canada Works, the country's largest student job creation program. Summer Canada Works

## Macdonald College Improvisation Leagues

You may be asking yourself: "What is improvisation?" Well, it is a relatively new game (or sport) that basically consists of 2 teams making up and acting out a story around a given subject with only 30 seconds of preparation.

Each team has at least 6 players and 1 coach; not more than 6 players can be brought to a game. The staff is made up of one referee, 2 linesmen, 1 M.C. and possibly commentators and an organ player to entertain the public.

Each game consists of three 25 minute periods (continuous countdown), with an overtime period being played if necessary. We'll have 2 types of improvisations: the compared ones see each team improvise, one after the other, on the same subject, while the mixed ones aim at cooperation between the 2 teams improvising at the same time.

Sequence of events in each improvisation:

1. Referee reads out 1 card taken out at random from a

box - type of improv (compared or mixed), title of improv, no. of players/team (1-6), category (free, comedy, drama, wordless, etc.), length of improv. (30 sec. to 10 min.), accessories that may be used by players.

2. Players and coach then have 30 seconds to organize a bit and then referee whistles to start the improvisation.

3. In the case of a compared improv., a toss is made to see who starts.

4. The improv. is then played and, at the end, if any penalties have been detected, they are read aloud. a. The captain (not coach) can ask for an explanation from the referee. b. Penalties consist of such things as using illegal accessories, cliche, players talking on the bench during an improv., etc... c. If enough penalties are accumulated by a team, a point can be awarded to the other team or a player can be kicked out of the

game.

5. After the improv., the people in the stands are asked to vote for the team they feel has better improvised on the given subject, and votes are counted by linesmen.a. If a tie occurs, each team gets a point. b. A coach can ask for a recount only once per game.

Our league now consists of 4 teams: the blue, the red, the yellow, and the green teams. Games will be played on Thursdays, from 8 to 10 pm at the Cafe Macadam. The first 2 games should be: Feb. 21 (red - green) and Feb. 28 (yellow - blue)

The following games will be announced in advance. It's important to note that improvisation is public-dependent, so a good crowd is needed at each game. We need your support. Once you've seen a couple of games, you'll be hooked like all of us.

Francois Blain

## APOLOGY

The Harvest hopes Shelley Wander will accept our apology for the compromising manner in which her article was shortened and will continue to contribute articles in the future.

# MAC FOCUSES ON TEACHING AND LEARNING

Why is our Faculty the only one in McGill University having a permanent student-staff committee dealing with teaching and courses? Because in 1982 some student representatives felt that the then current course evaluation system was not working too well. There was the feeling that since the student opinions collected at the end of every term did not seem to result in changes in some courses which needed improvement, the evaluation system was not being taken seriously by students and faculty and should therefore be changed or discontinued. In a discussion with the Dean the students learned that course evaluation is required by McGill University, based on a motion passed by Senate. It was then agreed that the Dean would form an Ad Hoc Committee to review the Faculty's current method of course/instructor evaluation and report its findings to Faculty within 4 months. The Committee, composed of three students and three staff, made the following recommendations in March, 1983, which were all accepted by Faculty.

1. The evaluation form used at the end of term be modified (simplified,) and guidelines for its administration and use be established so that an effective uniform system be used by all departments.

2. That a system of early term "evaluation" be established to enable students to identify course and instructional strengths and weaknesses in time for changes to be implemented during the current term. This concept was based on the students' views that they were most interested in seeing course improvements (or encouraging instructors to maintain positive features) while they were still taking the course.

3. That a permanent student-staff Committee on Instructional Development be established to maintain a continuing liaison between students and staff regarding questions on quality of instruction and courses.

4. The Committee recommended continued University support for the work of the Centre for Teaching and Learning Services (recently renamed the Centre for University Teaching and Learning). This unit continues to offer instructional development services to all faculties.

5. That a survey of students, be conducted every 4-5 years to obtain overall student reactions to faculty programs.

6. Finally, that a yearly Award for Teaching Excellence be established for the Faculty.



Famous entomologist and family preparing the Soil Fauna Ecology laboratory.

The Committee on Instructional Development was thus established and held its first meeting in October, 1983.

The major terms of reference established for the Committee were:

1. Establishing guidelines for a monitoring of evaluation forms and procedures.
2. Consideration of special instructional problems presented to the committee by staff members and students.

A copy of the guidelines as distributed to staff at the end of the last term is reproduced in this issue of the Harvest, so that students can have an idea as to how the evaluation system functions. There are reasons for each of the guidelines, but based on experience there may be reasons for their modifications so that the system might work more effectively. If any of you have any suggestions to improve the evaluation system, give them to your student representative for consideration of the Committee. In fact any ideas you might have on improving the general academic atmosphere should be submitted.

At the same time that we are concerned about academic rights for students,

staff members of the Committee have expressed the opinion that the students also have academic responsibilities, and that instructors will be encouraged or discouraged based on their interactions with students. Also included in this issue of the Harvest is a statement on student responsibilities written by a Committee member and supported by the other members of the Committee. It is hoped that a code of student responsibilities will be drafted and made available to all incoming students.

The Committee on Instructional Development represents student and staff attitudes and hopefully will contribute to an atmosphere at Macdonald College where teaching and learning are raised to their highest level. Isn't that why we all are here?

#### Current Committee Members

##### Staff:

E. Donefer (Chairman)  
L. Baker  
M. Fanous

##### Students:

L. Cusson (AUS)  
S. Terada (FSUS)  
R. Webber (PGSS)

Rep. of Centre of  
University Teaching  
and Learning:  
S. Cowan

## student responsibilities

Universities are, as is commonly said, institutions of higher learning. This implies that they are (or should be) more advanced, more rigorous, and more exciting perhaps than the previous levels of education may have been for students. For the necessary exchange of ideas to take place it is required that certain ground rules be present. It is with these ground rules in mind that this article has been prepared.

Education at university implies a contract in the sense that the students pay fees for a service (the education) and we (the staff) fulfill our contractual obligations by providing the service. Until a relatively few years ago the system operated on the basis of mutual respect (fear?) and trust with few checks and balances on either side, apart

from exams etc., and the resulting grades.

In an effort to improve this educational system (and partly perhaps to appease the student unrest of the 1960's and early 1970's) the system of course and instructor evaluations was introduced. This process has been refined, and hopefully improved through time, to the point where we are today with a functioning evaluation system monitored by the Committee on Instructional Development (described elsewhere in this issue of the Harvest).

In the development of this evaluation system there has been an effort by students to improve the TEACHING of courses without (certainly for a vocal minority of students) an equal effort to improve the LEARNING part of the

Continued on page 7

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educational process. This brings us directly to the ground rules which were mentioned in the first paragraphs of this article.

The students tend to expect the following from their teachers:

1. Rigour: Meaning to be challenged and encouraged to work hard. This implies that the teacher should work hard.

2. Relevance: Wanted by almost everyone but difficult to define for some disciplines (basic sciences) and particularly early in the educational process.

3. Being Current: Which implies keeping abreast of new developments

in the profession so that students are given "the latest".

4. Effort: Implying a willingness to "go the extra mile" in case of

class preparation, making tests and exams new and interesting year.

to year, and in out-of-class educational activities.

These are certainly not all of the students' expectations of us the staff, but they perhaps encompass some of the areas which receive the most negative comments on the course and instructor evaluations. What has now developed is a situation where there are expectations, generally known and voiced, flowing one way without an acknowledgement of the expectations which WE (the staff) have of YOU (the students). These expectations are as follows:

1. Deadlines: These refer to various things and yet students tend only

to think of assignment and paper deadlines to be "stretched".

Delaying work in this fashion strains the work environment here when

excuses are used to make us treat you as exceptions and special

cases. Usually missing deadlines is an inability or unwillingness

on your part to start your work early enough to meet the deadline.

I encourage you to compare this comment to É4 in the list of student expectations.

As mentioned, deadlines refer to other situations. An example

here is the late arrival in class by a significant number of students. This is

disruptive and rude to the teacher and to the

students who made the effort to be on time. It is obvious to this

writer that there are times when being late is out of your control.

It is also obvious that in most cases, being late is laziness and a

demonstration of the late student's disregard for others.

2. Courtesy: This implies that a certain level of politeness and

respect should not only exist but be displayed. This should be

mutual in that it should be a shared responsibility of both staff and students. A way to achieve this would be to politely (and firmly) ask questions in class or in the teacher's office but not to,

as some students do, be overly arrogant and rude which may only

put the teacher on the defensive and will detract from, rather than

add to, the learning environment.

3. Preparation: In a way this relates to the first expectation in that

many teachers put a lot of effort into preparing readings which in

many cases are put on reserve in the library for your use. They are

not put there for our benefit. If they are used as suggested by

the teacher they will aid in the learning experience. Only too

often do we get the impression that we are at fault in not covering

this or that topic when they have been more than adequately covered

in the readings. Let us hope that only in-class "spoon feeding" is

not the expectation of the majority. This is not the view held by the teaching staff of how it should be.

4. Honesty: This point has been reserved for this the final point I

want to make for two reasons. Firstly it is not a topic most of us

want to address and secondly, by having it read last perhaps it will

remain closer to our conscious thinking for a longer period of time.

Honesty, refers to academic honesty on assignments, term papers, tests, and exams. Other terms which cover this topic are

cheating and plagiarism.

Copying or cheating happens on tests and exams and honest

students are encouraged to report it. You may think that this makes

you a "squealer" but by allowing it to take place you are allowing

another to earn a grade and one which may be higher than your honestly earned one.

Plagiarism takes various forms, but all generally fall into two main groups. Either from other students (often from other years in the same course) or from original sources. If you use another's work it should be correctly sourced so that they and not you are given credit for it. On many occasions this writer has been told by students that they didn't know it was wrong. Believe it now, it is.

One example of this which is wrong, is the translation of sources from one language to another and then use of this material in your work as your own work. If you do this you should either put it

in your own words or source it correctly. The university makes

provisions for disciplinary measures to be brought against students

who break the academic code (copies can be perused in the student societies' and registrar's offices), but it would be much more

pleasant for all of us (both staff and students) if we all play by the rules.

In conclusion, it is hoped that this article has made us all a little bit more aware that for our university to properly function as an institute of higher learning we must all have respect for each other and the part each of us must have within the system. Hopefully the majority do, but all too often the actions of a minority can harm and adversely affect the majority. It is up to each of us in the majority to make the minority join us so that we all gain from our time here.

L. Baker  
Agricultural Economics  
Department



"The wet macho night". Were you there?

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# QUEBEC NURSE REPORTS FROM INSIDE SALVADOR

Lorraine Guay is a Francophone nurse from CSLC clinic in Point St. Charles. In December 1983, she returned from Guazapa, El Salvador, where she lived and worked with peasants and guerillas for six months.

After being involved in various Latin American solidarity groups such as Montreal El Salvador Committee, Guay decided to go to El Salvador in early spring 1983. She contacted the Farabundo Marti National Liberation Front (FMLN), the armed opposition to the Salvadorean régime; and demanded to go live in what are called the "liberated zones". She arrived in San

planes, they are there. You barely have enough time to get into a shelter. They drop 500 lbs. bombs on the civilians, most of whom are not armed. The peasants don't want to leave the zone because it's their home," she explained.

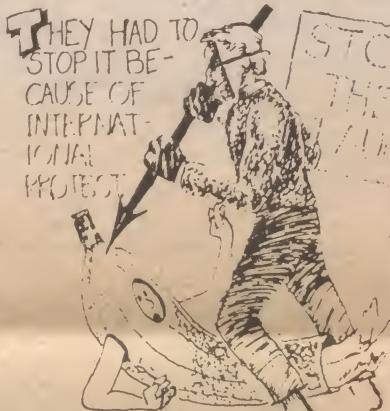
## BOMBINGS ROUT VILLAGES

The Salvadorean army used low flying helicopters that "not only fire at all people they see, but also at all their animals. The military uses the 'Scorch the Earth Policy', employed by the U.S. in Vietnam to deprive the civilians of their food supply,

**T**HERE IS NO LONGER AN ANNUAL BANANA HARVEST IN THE....



"THEY MERCILESSLY RIP THESE CREATURES FROM THEIR NATURAL HABITAT."



**M**ANY PEOPLE COMPLAINED ABOUT THE INHUMANE TREATMENT GIVEN THE BANANAS DURING THE HARVEST.



**I**T WAS SUGGESTED THAT THE NATIVES LOOK TO SMALL ROCKS AND PEBBLES FOR NOURISHMENT.



houses, and in many cases their lives. Women and children suffer the most from the régime's bombardment. Eating nothing for days except perhaps chewing a bit of sugar cane, the people are undernourished, and the mothers have less milk for their infants".

Lorraine spoke about the frequent military invasions that forced people to bury their belongings and move up into the mountains to escape from the army, and how they found everything destroyed after they came back. "One would suspect" she says, "that the people wouldn't fight anymore, faced with this. But they stay because they feel that for once there is a possibility of change and because they have no choice."

Salvador as a tourist for 10 days, "but I stayed six months," she said.

### PARTICIPATION NECESSARY:

Before going to El Salvador, Guay was advised to prepare herself physically to walk through the mountains. Although she considered herself in good shape, she lost consciousness, after a few hours of climbing. The march continued for two consecutive nights until reaching Guazapa.

On her second morning in Guazapa, the village was bombed, "I had heard there was bombing of the civilian population, but to be bombed was quite a different thing" she said. The bombing continued daily throughout Guay's stay in Guazapa. "Once you hear the sound of the Reagan-financed combat

## WOMEN IN COMBAT

The participation of women in combat in Guazapa, although growing, is still limited. "The woman is always split between her family responsibilities which are historically on her shoulders and the collective responsibility she feels for the people," she mentioned. Guay also explained that "Machism and chauvinism are the historical and cultural diseases that constantly confront women in Latin America; however the situation for women is much better in the guerilla controlled zones than it is outside." Consumption of alcohol has been prohibited in

them by the military or obtained from army units when they surrender to the guerillas.

During her stay, she also noticed that all their arms were American. "You can tell by looking at them - they all say 'Property of the United States of America' on them." In the six months she was in Guazapa, she never once saw a Cuban or Nicaraguan military advisor.

Speaking of the guerillas, she says "this army is the army of the people. They are not killers, they are idealists. They had to take up arms as a last resort. They've tried everything else, and they only got tortured or murdered."

"This reality was the reality of the six months I was there."

The toughest part of Lorraine Guay's expedition to El Salvador was being apart from her two young children combined with the realization that "you have to learn to face death everyday. The day I accepted the fact that I might not see my children again, I felt more free."

Summarized from Melinda Wittstock's article : "Nurse Joins Guerillas" published in the McGill Daily: International Women's Issue March 1984.

We would like to draw your attention to a slide show on March 12th (7:30 pm) given by Mr. Arthur Sandborn from the Montreal-El Salvador Committee on Health Aid for El Salvador.

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**heads**  
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